

GREEN BAY AND FOX VALLEY AREA HOSPITALITY INDUSTRY  
EXPECTATIONS OF GRADUATES FROM THE HOSPITALITY AND TOURISM  
MANAGEMENT PROGRAM FROM FOX VALLEY TECHNICAL COLLEGE

by

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A Research Paper  
Submitted in Partial Fulfillment of the  
Requirements for the  
Master of Science Degree  
in

Career and Technical Education

Approved: 2 Semester Credits

  
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May, 2004

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## ABSTRACT

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GREEN BAY AND FOX VALLEY AREA HOSPITALITY INDUSTRY EXPECTATIONS OF GRADUATES FROM THE HOSPITALITY AND TOURISM MANAGEMENT PROGRAM FROM FOX VALLEY TECHNICAL COLLEGE			
(Title)			
Career and Technical Education	Dr. Carol Mooney	May, 2005	67
(Graduate Program)	(Research Advisor)	(Month/Year)	(# of Pages)
American Psychological Association, 5 <sup>th</sup> edition			
(Name of Style Manual Used in this Study)			

This research paper investigated the expectations of hospitality business owners and managers concerning the general education, general business and industry specific skills needed when hiring graduates of Fox Valley Technical College's Hospitality and Tourism Management Program for entry-level management positions.

The questionnaire was sent to a sample of hospitality businesses in the Green Bay and Appleton-Oshkosh-Menasha Metropolitan Statistical Areas. The questionnaire inquired about demographic data; the significance of general education and industry

specific skills and the most appropriate environment, on-the-job or in the classroom, for the graduate to acquire these skills.

The 10 skills most sought after by the respondents were delivering quality customer service; problem solving; interpersonal skills; sanitation; motivating employees; ethics; employee relations; facilities & maintenance management; planning & conducting training and front office management. The skills perceived to be best learned on the job were delivering quality customer service; interpersonal skills; motivating employees; housekeeping management and current industry issues and trends. The skills deemed best learned in a classroom environment were computer skills; hospitality law; writing skills; accounting; nutrition & food planning and public speaking.

## ACKNOWLEDGMENTS

I'd like to thank the following people for sticking with me through this process called "the graduate thesis." Carol Mooney, my advisor, for her patience, insight and willingness to help me with this project. Even though it took longer than we both expected. Christopher Rivard for taking care of the computer/server end of the survey response collecting process, and for the bearing with me while I accumulated the needed responses for the thesis survey. Robert Defries for allowing me to use his study as a guide for my investigation. And my parents and wife, who continually encouraged me to finish this research project.

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## CHAPTER I: INTRODUCTION

Since the inception of the Hospitality and Tourism Program at Fox Valley Technical College, this program has not, to the author's knowledge, comprehensively surveyed the hospitality and tourism businesses to ensure the graduates of Fox Valley Technical College are meeting the needs and expectations of these businesses. This study is partially based on research conducted by Roger Kolberg, "to determine if there is a perceived need among area hospitality/tourism related business persons for F.V.T.I. [Fox Valley Technical Institute, now Fox Valley Technical College] to offer a hospitality management program" (Kolberg, 1987, p. 1). The goal of this study is to re-examine the Green Bay and Fox Valley Hospitality Industry expectations of graduates from the two-year Hospitality and Tourism Management Program at Fox Valley Technical College in Appleton, Wisconsin.

For purposes of this study, the focus will be on the Appleton-Oshkosh-Menasha and Green Bay Metropolitan Statistical Areas, for ease of defining consistent boundaries for this and studies to be completed in the future. These areas are chosen because the majority of the graduates of Fox Valley Technical College are employed in these two Metropolitan Areas, according to (pseudo-name) Dr. Rodriguez Pena-Espinoza (Personal communication, November 20, 2002).

### *Statement of the Problem*

The purpose of this study is to examine Green Bay and Fox Valley Hospitality Industry expectations of graduates from the Hospitality and Tourism



Management Program at Fox Valley Technical College in the areas of personal skills, general education and industry specific skills.

### *Purpose of the Study*

This study will investigate industry and management perceptions of the general business, general education, industry specific skills and personal traits needed by graduates as they leave Fox Valley Technical College and accept entry-level management positions in the Green Bay and Fox Valley Metropolitan Areas.

From the original problem that was explored in 1987 by Kolberg, [“What are the Fox Valley Hospitality Industry expectations of graduates from the Hospitality and Tourism Management Program at Fox Valley Technical College?”], we can assume there are gaps in the education of the graduates from Fox Valley Technical College.

Periodically, curriculum needs to be changed to update a student’s education to incorporate current beliefs, changes in attitudes and new findings from research that point out new techniques that can be incorporated to gain understanding. In 1977, Rudolph said, “curriculum . . . is time sensitive, growing and changing over the years”. The National Restaurant Association (2001) reported 10 years ago, technology was not in the top 10 trends list, but by 2011 six of the top ten trends will be technology related. Miranda (1999) also affirms this idea when he says “hospitality educators need to evaluate their curriculum to assume that their graduates are introduced to the theories, concepts and technical aspects of their profession. This review and curriculum modification will enable the graduate to meet the expectations of industry” (p. II). This assumption is verified by the many studies that are performed by college professors,

technical and community college teachers in conjunction with their respective schools, who survey the employers of their program's graduates. Among the many studies are: Robert Kolberg (1987) for Fox Valley Technical College; Robert Davies (1994) for the University of Wisconsin-Stout; James Bergermiester (1997) for the University of Wisconsin-Stout; and Robert Defries (2001) for Alexandria Technical College.

Also, the area of the state Fox Valley Technical College specifically serves includes, but is not limited to Appleton, Chilton, Menasha, Waupaca, and Oshkosh and has a campus or regional center in each of those cities (Winter 2002 Day & Evening Course Schedule, 2002). Since the first survey in the 1997/1998, In-Market Research Study conducted by the Wisconsin Department of Tourism said that among major metropolitan areas that, "the Fox Cities appear to be very popular during all seasons for a return visit with the most popular time being the spring, summer and fall . . . [And] Green Bay had the highest level of those 35-44 years of age and more family vacationers [than Milwaukee and Madison]" (WI Dept. of Tourism, 1998, n.p.). It is important that this topic be re-examined in the changing face of the hospitality industry and the exponential growth experienced by this area in the last 15 years, not only in general population, but also the growth in the Hospitality Industry. Kolberg reported in his 1987 study that there were 11 lodging (hotel/motel) properties and 7 restaurants in Appleton. Currently, based on a Yahoo! Yellow Pages subject "hotel" there are 25 lodging (hotel/motel) properties and in the subject "restaurant," 230 restaurants properties were found.

The best source to find these gaps would be the hospitality and related industry managers and employers. The easiest way to obtain this information is survey these

properties; analyze the survey information and use this information to adjust the curriculum, bridging the gaps that have developed in the last 15 years.

### **Statement of Objectives**

The following objectives of this study relate to industry expectations of Hospitality and Tourism Management graduates.

1. Determine the industry-specific technical skill expectations of Hospitality and Tourism Management graduates.
2. Determine the industry general business and general education expectations of Hospitality and Tourism Management graduates.
3. Determine the other skills that are expected of Hospitality and Tourism Management graduates.
4. Determine where the learning for the various skills should take place.

(Adopted from Defries, 2001, p. 6)

### *Assumptions of the Study*

The main assumption of this study is that the hospitality industry has changed in the more than 15 years since the first study was conducted by Mr. Kolberg. In turn, if the hospitality industry has changed, then expectations of students from hospitality programs will need to be updated to better reflect current expectations and fulfill the needs of the employer.

It is also expected that the respondent of the survey instrument will answer the questions truthfully and to the best of their knowledge. The response rate is also an unknown; while a 50 percent return rate is a minimum, this researcher believes that a response rate of at least 65 percent is attainable using current technology and traditional

methods. It is also assumed that because of the changes that have occurred in the Fox Valley and Green Bay areas in the past 15 years, the needs of the employers have changed and a curriculum change or adjustment is needed. This study will refocus the curriculum to the needs of the employers who hire entry-level managers from Fox Valley Technical College.

### *Definition of Terms*

The following are important terms and abbreviations used throughout this document.

Curriculum – The statement a college makes about what, out of the totality of man's constantly growing knowledge and experience, is considered useful, appropriate or relevant to the lives of educated men and women at a point in time (Rudolph, 1977, p. ix).

Department of Tourism (DOT) – Branch of the Wisconsin state government responsible for the development and maintenance of the state's tourism industry.

FVTC – Fox Valley Technical College

GFHI – Green Bay and Fox Cities Hospitality Industry

Hospitality and Tourism Management Program (HTM) – Associate degree level program specifically focused on accommodation, food service and entertainment management.

Lodging (a.k.a. Accommodations) – A room or rooms available for rental by members of the public (Beaver, 2002, p. 7).

Metropolitan Area (MA) – One of a large population nucleus, together with surrounding communities that have a high degree of economic and social integration with that nucleus. . . [and] contain either a place with a minimum population of 50,000 or a Census Bureau-defined area and a total MA of at least 100,000. (CA Employment Development Dept., n.d., n.p.)

Metropolitan Statistical Area (MSA) – are relatively freestanding Metropolitan Areas and are not closely associated with another Metropolitan Area (CA Employment Development Dept., n.d., n.p.).

Restaurant – An establishment where refreshments or meals are served (Jafari, 2000, p. 507).

WIA – Wisconsin Innkeepers Association

WRA – Wisconsin Restaurant Association

### *Limitations of the Study*

In the creation of the survey, the researcher has to choose a reasonable length for the tool. If it is too long, the respondents will be hesitant or even choose not to

fill the survey out. Conversely, if the tool is too short, the respondents may see the tool as insignificant and choose not to fill out the survey because it will not provide adequate information for change. Also, because the survey length may be limited, it is impossible to cover all areas for education of the graduates and some areas may be unintentionally omitted from the survey.

The survey is not generalizable to other populations because uniqueness in geography, climate, population, interests, opportunities and needs of the tourism industry vary from place to place.

## CHAPTER II: LITERATURE REVIEW

### *Overview*

Previous research on expectations of college graduates is not available in large quantities, as you might find for other subjects. And research for hospitality education specifically, is even more of a challenge to find. Each study and the significant items for each of the categories will be highlighted. It is recognized that the categories and items of each category do not match from study to study, but a correlation of important categories and/or category items will be apparent. Secondly, there will be a short exploration into curriculum; how it is viewed by educators, administration and employers.

### *Overview of Industry Expectations of College Graduates*

The most important expectations for the graduates of Fox Valley Technical College (FVTC) are those of the potential employer(s). If the graduates are not educated to the needs of the employer, their education will not be seen as valuable, and conversely, the employer will not compensate near the expectations of the graduate or hire students from another hospitality program.

Kolberg (1987) found that employers were interested in seminars and workshops; specialized short-term courses and two-year degree programs including internship/field training. He divided his study into the following categories: people skills, dollars and duties, impacts, technical skills, community and operations. In people skills he found that it is essential “in the hospitality industry to communicate and interact with customers/tourists in a pleasing manner . . . almost any other shortcomings can be overshadowed by someone effective in their customer relations” (Kolberg, 1987, p. 34). The second category dollars and duties applies mostly to financial aspects and social

responsibility. The subject areas that ranked the highest in this category were: available resources, environment and impact on host communities. The third category, impact, includes the global effects of tourism, the interdependency of industry aspects and preparing for the social impact of tourism. Technical Skills was ranked second lowest followed by community. Kolberg said he was not surprised by the results, considering the majority of respondents were small family-run businesses and government agencies. While community is an important facet of the industry, “most respondents have yet to realize the importance reflected in the responses that most respondents have yet to realize the importance of the community in the tourism industry” (Kolberg, 1987, p. 36).

Defries (2001), in his study called “Minnesota hospitality industry expectations of graduates from the Hotel-Restaurant Management program at Alexandria Technical College, found that general business skills were most valued by the respondents. General education and technical skills were the other skill sets that were most valued. The highest ranked skill was delivering quality customer service, which ranked in the top three skills of hotels, restaurants and bar/resort respondents. The following skills were also found to be important by the survey respondents: Employee relations, motivating employees, problem solving, managing diversity, planning and conducting training, interpersonal speaking and sanitation. Food and beverage controls were also ranked highly by the respondents of the survey.

The skills perceived to be best learned on-the-job included delivering quality customer service, housekeeping management, facilities and maintenance management, front office management, and employee relations. While the skills found to be best learned in the classroom were writing skills, computer skills, hospitality law, accounting,



math, and public speaking. The respondents also thought that there were some skills that needed on-the-job training and classroom instruction. These were sanitation, planning/conducting training, problem solving and current industry issues/trends. (Defries, 2001).

Kay and Russette (2000) also explored the topic of competencies (skills) that hospitality managers should possess at two different stages in their career, entry-level and middle management. They looked at three major hospitality management competency studies published between 1988 and 1996 and compared their findings to those of the other three studies. Kay and Russette titled the skills needed to work in the hospitality industry essential competencies (ECs). Respondents were asked to rank each of the essential competencies required for managers on a Likert scale (1=not important to 5=essential). The respondents were also asked to identify the competencies as an entry-level and/or middle management competency for food and beverage (F&B), front desk (FD) and/or sales (S) positions. The essential competencies (ECs) were grouped into one of three categories: core essential competencies (CECS), specific essential competencies (SECs) and ECs that were common to multiple functions and management levels, but not all.

Core essential competencies (CECs) are the competencies that were considered common to all management positions and levels. Specific essential competencies (SECs) are the “competencies found to be specific one of the six defined functional areas and management levels (i.e., food and beverage, front desk, or sales; or middle and entry levels)” (Kay and Russette, 2000, p.55). Eighty-six ECs were identified by the respondents. Of the ECs identified, 18 competencies were found to be core competencies

for the six combination functional levels and management areas, while 55 of the 86 competencies were found in more than one management level and functional area. It is interesting to note that of the 18 core competencies; none were categorized as administrative, according the authors' delineation.

Thirty-one ECs are specific to one management level or functional area. Food and beverage (F&B), front desk (FD) and sales (S) each recorded 4 SECs and all 12 SECs were for the middle management position and not for the entry level position. "This study identified no essential competencies that are specific to entry-level F&B, FD or sales managers" (Kay and Russette, 2000 p. 57). F&B middle managers had only 4 SECs, none of them related to interpersonal or leadership skills, 2 were administrative, 1 conceptual and 1 technical. And because fewer competencies were found for F&B middle managers than for Sales and FD, it was assumed by the authors that "entry-level F&B Managers were expected to perform comparably to their middle-management counterpart" (Kay and Russette, 2000, p. 57). FD middle managers had 14 SECs identified for their position: 5 leadership, 5 technical, 3 administrative, and 1 creative. Thirteen SECs were identified for middle management sales managers: 5 interpersonal, 4 technical, 2 leadership and 2 creative. The five interpersonal SECs associated with the mid-level sales manager were unique to this group.

In comparison to the studies used as a base for their study, Kay and Russette's study was the first study that "ranked 'working knowledge product-service' and 'adopting creatively to change' as CECs" (Kay and Russette, 200, p. 56).

It was generally found that, “Today’s managers are viewed by their supervisors as performing adequately in each competency area and domain area considered essential for managerial success . . . non-performance is not tolerated” (Kay and Russette, 2000, p. 61).

Kay and Russette found that Leadership competencies represented the majority of skills designated as ECs, which contradicts previous studies’ findings that interpersonal skills were the most important for the entry-level manager. Technical skills also passed interpersonal skills for the second most important competencies represented in this study, leaving interpersonal skills with the third most ECs, followed by administrative and conceptual-creative with the fourth and fifth most ECs respectively.

The U.S. Department of Labor, Occupational Outlook Handbook, also provides direction for setting graduate expectations. The handbook identifies technical and general skills for both restaurant and lodging managers. Lodging technical skills would include foodservice administration and catering, housekeeping and maintenance. Restaurant technical skills would include culinary skills, sanitation and nutrition planning (Occupational Outlook Handbook, 2000).

In the National Restaurant Association (NRA) study called Foodservice Manager 2000 (1992), it reported that the educational priorities in the year 2000 should be focused on the non-technical skills. The report identified that communication, leadership, customer relations, training and motivation should be the top priorities of educators. While called non-technical skills in the NRA study, and essential skills in the Kay and Russette study, each supports the other in showing that non-technical skills like leadership and interpersonal skills are the most important skills the graduate employers

are looking for. Technical skills were also the lowest ranking in a Canadian study of small to medium hotels near Manitoba. The research conducted by Rossing (1997) ranked personal behavior and teamwork highest.

### *A Look at Hospitality Curriculum*

The curriculum for a program consists of a general education (core curriculum) component and the program-specific classes. This study will take a look at a current core curriculum model developed in Washtenaw Community College and the curricular values of administrators and faculty in the Wisconsin Technical College System.

Curriculum, rather than rooted in historical perspectives, is time sensitive, growing and changing over the years (Rudolph, 1977). General education has been criticized by many studies over the years.

“The Carnegie Foundation for the Advancement of Teaching in 1977 said that college curriculum, at the time, [is] a disaster area; Boyer and Levine (1981) general curriculum lacked relevance and a host of national studies in the 1980s criticized educational curriculum at all levels” (Altieri and Cygnar, 1997, p. 4).

Technical and community colleges have taken on the challenge of updating the core curriculum because of the diversity of the student populations and the wide variety of curriculum and the length of their programs. Their special interest is strengthening the core without undermining the specialty components of the two-year occupational track (Altieri and Cygnar, 1997).

It was decided by Washtenaw Community College to use a unity-of-knowledge approach, or a series of learning elements that could be taught within many subject areas. It was also decided to have the faculty develop the core by specifying, developing and

delivering the core across the curriculum, making it extremely relevant for faculty and students, regardless of the program, area of interest or concentration (Altieri and Cygnar, 1997).

The core is made up of 24 elements in eight categories, four skills categories and four knowledge categories. Communication, critical thinking, mathematics and computer literacy made up the four skill categories, while art and humanities, natural sciences, technology and social sciences made up the knowledge categories which were post-secondary core elements for the workplace or supplementary education.

The example given in the research is summarized as follows:

For example, the Culinary Arts Program meets mathematics elements in eight of the culinary arts specialty courses and writing elements in two specialty courses.

In addition, students in this program are required to take one course from the mathematics department and one writing course from the English Department.

This gives students a good foundation in mathematics and writing skills and valuable experience in applying these skills to the culinary arts field (Altieri and Cygnar, 1997).

This blurring of the core education needs and program specific education makes the delivery and education of the students unique. In a related note, Armistead and Vogler (1987) asked community college students to indicate the importance of select general education and program course integration. They found that a high importance was placed on the general education courses and competencies which would be integrated into occupational settings.

“Current calls to ‘integrate’ academic and vocational curricula reflect the notion that the present notion that the present system which separated students, teachers and subjects is ineffective” (Brewer, 1996, p. 5). In addition to the specific example above, various other integration models have been identified. Plihal, Johnson, Bentley, Morgaine and Liang (1992) organized and categorized curriculum integration models around theoretical approaches. A report by Grubb and Kraskouskas (1992) said that integration provides natural paths for faculty to collaborate and breaks down the barriers between academic and vocational instructors. They also found that lack of resources was a barrier, while Johnson (1991) said the largest barrier to integration was insufficient support and training for the instructors. Ironically, it was found that the importance of strong leadership as a factor to integration (Roegge, 1992) and that administrators’ attitudes play a key role into the success of the integration endeavor (Schmidt, Finch and Faulkner, 1992).

Brewer (1996) surveyed the Wisconsin Technical College System Administrators, general educational faculty and occupational faculty to gather their thoughts regarding the integration of academic and vocational education. Among the questions asked for her study included the benefits of integration, current integration practices and barriers to integration.

When asked, generally, all three groups agreed that the integration of the two areas would better prepare the students for work; would create more coherence in the entire curriculum and would encourage collaboration between the two areas of study. Administrators viewed the integration as a benefit to the students and faculty, and rated integration more highly than either faculty group.

The respondents were asked what integration practices were currently used at their college. “All respondents reported that the most common integration practice was requiring students to take general education courses . . . team-teaching or developing a joint curriculum . . . received low mean scores from all groups” (Brewer, 1996, p. 22). The reasons that were given for barriers to an integrated curriculum were: lack of time for curriculum revision; lack of time for the faculty members to work together and faculty resistance to change (Brewer, 1996).

When asked for indicators of effective integration practices, the most common responses were employer feedback of increased occupational skills and increased feedback about curriculum coherence from students and faculty.

### CHAPTER III: METHODOLOGY

This chapter will discuss the methods and processes used in this study.

Included in this chapter are descriptions of the study's population, research design and procedures, data analysis and limitations of the methods. The purpose of this study was to re-examine Green Bay and Fox Valley hospitality industry's expectations of the graduates of the Hospitality and Tourism Management program at Fox Valley Technical College. The areas investigated by this study were the perceptions of management in food and beverage, lodging and related areas that hospitality managers are typically hired. A questionnaire was based on the study objectives; the questions from Kolberg's study; questions from Defries' study and referenced with a 1997 questionnaire developed by the Department of Hospitality and Tourism at the University of Wisconsin – Stout.

#### *Subject Selection and Description*

The population used for this study was obtained from the requested Department of Tourism business listing, local chambers of commerce, Wisconsin Restaurant Association – Big Four and Green Bay Chapters, and Wisconsin Innkeepers Association – Central Region. The number of full-time employees at these properties range from 1 to over 150, with the majority employing up to 20 individuals.

#### *Instrumentation*

This questionnaire was based on the study objectives; the questions from Kolberg's study; questions from Defries' study and referenced with a 1997 questionnaire developed by the Department of Hospitality and Tourism at the University of Wisconsin – Stout.



The survey used for information gathering was about four pages in length and was divided into three areas. The first section gathered demographic and general business data for each respondent. It included the number of businesses and the type (restaurant/lodging) of establishment owned and/or operated by the respondent's company; the location of each establishment; affiliations; the number of graduates hired by their company and the college or other sources used for hiring qualified candidates. The respondents were asked their position and longevity in the company, as well as their highest education level attained.

The second section of the tool used a common Likert scale, with a 1 – 5 rating scale. In this scale, 1 = no importance, 2 = limited importance, 3 = moderate importance, 4 = considerable importance and 5 = essential, as viewed by the respondent. This section attempted to determine the priority of skills from a list of 26 identified skill sets and the skills were divided into the following generalized areas: general education skills; general business skills and industry specific skills. These classified skills were then randomly placed on the survey.

The final section asked for the respondents' thoughts to whether the 26 skill areas, identified in section two of the survey, would best be learned in a classroom environment or on the job.

#### *Data Collection Procedures*

A letter was sent to those properties selected in the stratified random sampling. Each letter explained that the survey could be taken on-line and each property would have a unique number to identify the property to access the survey, so as not to send reminder letters to properties who had completed the survey. This identification number

also allowed the respondent to start the survey and finish it at another time. The letter assured each property's information remain confidential. Letters were sent out November 10, 2004, and the deadline for survey completion will be November 24, 2004.

#### *Data Analysis*

The respondent's responses were analyzed using Statistical Program for the Social Sciences, v. 10 (SPSS, 2002). Frequencies and percentages were run on the demographic and general data. The results of the responses were presented concerning expectations of graduate skills, personal traits and whether on-the-job training or classroom training was felt to be more appropriate. Finally, relationships were determined between the independent variables.

#### *Limitations*

The respondents of the survey were owners/managers of the hospitality properties and were also members of either the Wisconsin Innkeepers Association – Central Region; the Wisconsin Restaurant Association – Big Four or Green Bay Districts and area chambers of commerce. It was therefore unknown if the data could be generalized to represent all employers of HTM graduates. Since some graduates find employment outside of the Green Bay and Appleton-Oshkosh-Menasha MSAs, it can not necessarily be generalized for these employers. Finally, this research is limited to the Hospitality and Tourism Program at Fox Valley Technical Program.

## CHAPTER IV: RESULTS

Following are the results of the survey of industry and management perceptions of the general business, general education, and industry specific skills that are needed by graduates as they leave Fox Valley Technical College and accept entry-level management positions in the Green Bay and Appleton-Oshkosh Metropolitan Areas.

The questionnaire was mailed to a total of 200 hospitality properties. The mailings were done in sample size of 100 properties for each of the two mailings. These mailings produced 27 responses, resulting in a 13.5 percent return rate.

The survey questions are individually analyzed with the frequencies and percentages given for demographic and general data. Some questions in this area did not lend themselves to an individual response. For these questions, the total response for the individual answers was given. The second section, which analyzed skills, was evaluated using nominal data, mean and standard deviation. The responses were then ranked by their mean, then standard deviation for items with the same mean. The final section is the best environment (on-the-job vs. classroom) to learn the skills mentioned in section three. The first column is a list of skills that are deemed by the respondents to be learned on-the-job and the second is the skills that are best learned in a classroom environment.

### *Item Analysis*

Question 1      What is your age?

Age	Number (n)	Percent (%)
18 - 24	1	3.7
25 - 34	7	25.9
35 - 44	7	25.9
45 - 54	10	37
55 - 64	2	7.4
65 & Over	0	0

Thirty-seven percent of the respondents classified themselves as being between age 45 and 54. The next two age groups that totaled approximately 51.8 percent were 35-44 and 25-34, both with 25.9 percent. The two smallest ranges that a respondent identified as being in the age group were 18-24 and 55-64 with 3.7 and 7.4 percent respectively.

Question 2 What is your highest level of education completed?

Education	Number (n)	Percent (%)
High School	2	7.4
Some College	6	22.2
Two-year Diploma/Degree	4	14.8
Four-year Degree	14	51.9
Graduate Degree	1	3.7
Other	0	0

Over half of the respondents, 51.9 percent, completed a “four-year degree program.” This followed by the respondents that had “some college” (22.2 percent) and those with a “two-year diploma or degree” (14.8 percent). Two had completed high school and one respondent had a “graduate degree” as highest level of education completed.

Question 3 Check the title that best represents your current position in your company.

Position	Number (n)	Percent (%)
Owner/President/CEO	10	37
Vice-president/Multi-unit manager/district or area manager	0	0
General Manager	15	55.6
Assistant Manager	0	0
Human Resources Manager	2	7.4

Above is only a partial list of options that were available to be selected for this question. General Managers (55.6 percent) were the largest category for the respondents,

followed by the Owners/Presidents/CEOs with 37 percent. There were also two Human Resource Managers that responded to the survey. Other options available but not listed in the above chart were front office/guest services manager; executive housekeeper; food & beverage manager; assistant food and beverage manager; lounge/bar/beverage manager; chef/kitchen manager; assistant kitchen manager; dining room manager; sales director; shift supervisor; recruiter and other.

Question 4 How many years have you been in your current position?

Years in Position	Number (n)	Percent (%)
Less than 1 year	7	26
1 to 3 years	6	22.2
4 to 6 years	6	22.2
7 to 9 years	3	11.1
10 or more years	5	18.5

It was found that from the responses to the survey that 26 percent of the surveyed were in their current position less than one year, with 1 to 3 years and 4 to 6 years each receiving 22.6 percent of the responses. The categories receiving the fewest responses were the 7 to 9 year category and the 10 or more year category with 11.1 percent and 18.5 percent respectively.

Question 4 Which of the following best describes your property?

Type of Property	Number (n)	Percent (%)
National/regional brand, franchise	14	51.9
Independent	12	44.4
Other	1	3.7

Of the responses to best describe the type of property, only 1 respondent that they could not identify their property as independent or a national/regional brand or franchise. 51.9 percent were identified as a national/regional brand or franchise, while the remainder were independent properties.

Question 5 Where is the location of your business? Please check one, unless you represent a multi-unit property. (For multi-unit properties, please check all that apply)

Business Location	Number (n)
City of Appleton	6
City of Green Bay	8
City of Oshkosh	5
Brown County	2
Calumet County	1
Outagamie County	2
Winnebago County	7

Percentages were not calculated for this question because of the multiple responses given by some of the respondents, which would result in a percentage greater than 100. The majority of the responses (21) indicated the property was located in the Appleton-Oshkosh-Menasha MSA while 10 properties were in the Green Bay MSA.

Question 6 Which response best identifies your property?

Type of Property	Number (n)	Percent (%)
Lodging, rooms only	6	22.2
Lodging, with food and beverage	5	18.5
Restaurant, no liquor service	5	18.5
Restaurant, with liquor service	7	25.9
Bar/night club	0	0
Resort, lodging only	1	3.7
Resort, with food and beverage	2	7.4
Other:	1	3.7

The top four responses for the type of property were: Restaurant, with liquor service (25.9 percent); Lodging, rooms only (22.2 percent) and Lodging, with food and beverage and Restaurant, no liquor service both receiving 18.5 percent of the responses.

Also of note, there were no responses from business owners or managers responsible for the operation of a night club or bar.

Question 7 In your current position, identify the number of managers you hire per year, on average.

Managers Hired	Number (n)	Percent (%)
Zero Managers	13	48.1
One Manager	8	29.7
Two Managers	3	11.1
Three Managers	3	11.1
Four Managers	0	0
Five Managers	0	0
More than five managers	0	0

In an average year, 77.8 percent of the respondents said that they hire one manager, or do not hire any managers. There were also no respondents that hire four or more managers in an average year.

Question 8 Identify the college hospitality programs that you have hired graduates from. (Check all that apply)

Hospitality Program	Number (n)	Percent (%)
Fox Valley Technical College	10	28.6
Northeast Wisconsin Technical College	1	2.9
Milwaukee Area Technical College	0	0
University of Wisconsin - Stout	4	11.4
Iowa State University	0	0
Other hospitality programs	2	5.7
Other non-hospitality programs	4	11.4
None of the above	14	40

The responses to make note of in this question would be the hiring of non-hospitality program graduates (11.4 percent) and the managers who are hired who did not participate in the Fox Valley Technical College (28.6 percent), the Northeast Wisconsin

Technical College (2.9 percent) or the University of Wisconsin - Stout (11.4 percent) program. The sum of the non-hospitality and none of the above responses was over 51.4 percent.

Question 9 How many Fox Valley Technical College hospitality program graduates are currently working or have worked for your company?

FVTC Graduates	Number (n)	Percent (%)
Zero graduates	14	51.9
One graduate	4	14.8
Two graduates	3	11.1
Three graduates	0	0
Four graduates	1	3.7
More than five graduates	1	3.7
Unsure	5	18.5

Overwhelmingly (70.4 percent), the respondents have not hired (51.9 percent) or are unsure (18.5 percent) if a graduate of Fox Valley Technical College has worked for their company. The remainder of the respondents has had at least one FVTC graduate work for their company.

Question 10 How many Northeast Wisconsin Technical College hospitality graduates are currently working or have worked for your company?

NWTC Graduates	Number (n)	Percent (%)
Zero Graduates	20	74.1
One graduate	0	0
Two graduates	0	0
Three graduates	0	0
Four graduates	0	0
Five graduates	0	0
More than five graduates	1	3.7
Unsure	6	22.2

The respondents have also not hired graduates from Northeast Wisconsin Technical College (74.1 percent), nor are they sure (22.2 percent) that an NWTC graduate has ever worked for their company. There was only one property that has hired more than five NWTC graduates.



Question 11 For each of the following skill areas, indicate the number 1 through 5 that identifies the level of importance you attach to the skill needed to perform your current job or the positions within your industry. The following scale was used: 1=Least important 2=Somewhat important 3=Moderately important 4=Important 5=Most important

Table 1

Rank	Skill Areas – Question 11	Mean	Std. Dev.	1 (n)	2 (n)	3 (n)	4 (n)	5 (n)
1	Delivering Quality Customer Service	4.85	0.46	0	0	1	2	24
2	Problem Solving	4.52	0.51	0	0	0	13	14
3	Interpersonal Skills	4.52	0.70	0	0	3	7	17
4	Sanitation	4.41	0.75	0	0	4	8	15
5	Motivating Employees	4.41	1.08	2	0	0	8	17
6	Ethics	4.26	0.66	0	0	3	14	10
7	Employee Relations	4.15	1.13	2	0	3	9	13
8	Facilities & Maintenance Management	4.11	0.85	0	1	5	11	10

1=Least important 2=Somewhat important 3=Moderately important 4=Important 5=Most important

Delivering Quality Customer service ranked the highest with a mean score of 4.85, with only one of the respondents ranking it moderately important. It also had the smallest standard deviation of 0.46. Interpersonal Skills and Problem Solving ranked 2<sup>nd</sup> and 3<sup>rd</sup> respectively, with a mean of 4.52. Problem Solving was considered important or most important by everyone, while Interpersonal Skills was considered by three of the respondents to be moderately important.

Sanitation and Motivating Employees also received the same mean score. Unlike Sanitation, Motivating Employees was ranked as least important twice, resulting in a higher standard deviation of 1.08 for Motivating Employees, and a 0.75 standard deviation for Sanitation. Ethics, while having the sixth highest average, can be considered one of the top three traits looked for by employers because of its standard deviation of 0.66, the third smallest standard deviation ranked by the hospitality professionals.

Employee Relations and Facilities Maintenance & Management were the 8<sup>th</sup> and 9<sup>th</sup> ranked skills looked for by companies. While Facilities Maintenance & Management had a smaller standard deviation (0.85), it was felt the hospitality graduates should have stronger Employee Relations skills (4.15) than Facilities Maintenance & Management skills (4.11). These were the last skills that had a mean higher than 4.

Table 2

9	Planning & Conducting Training	3.96	1.13	2	1	2	13	9
10	Front Office Management	3.93	1.21	2	1	5	8	11
11	Current Industry Issues & Trends	3.85	0.72	0	1	6	16	4
12	Human Resource Management	3.78	1.12	1	3	5	10	8
13	Managing Diversity	3.74	1.06	1	2	7	10	7
14	Marketing, Advertising, Sales, & Strategic Planning	3.67	0.92	1	1	8	13	4

15	Housekeeping Management	3.63	1.39	4	1	5	8	9
16	Accounting	3.48	0.94	1	2	10	11	3
17	Food & Beverage Controls	3.41	1.55	7	0	2	11	7
18	Public Speaking	3.33	0.88	1	2	13	9	2

1=Least important 2=Somewhat important 3=Moderately important 4=Important 5=Most important

Completing the top 10 skills looked for by the respondents is Planning & Conducting Training and Front Office Management, with mean scores of 3.96 and 3.93 respectively. While twenty-four of the respondents considered each of these skills at least “Somewhat Important”, more rated Planning & Conducting Training “Important” or “Most Important” (22), than they rated Front Office Management (20).

Knowledge of Current Industry Issues & Trends begins the second 10 skills needed by new hospitality professionals, when ranked by the mean. When ranked by the standard deviation, it is number 5 overall with a 0.72. Ranked number 12 was Human Resources Management. Sixty-seven percent of the respondents agreed that it is either an “important” or the “most important” skill for an entry-level manager and 18.5 percent thought it was a “moderately important” skill for a graduate.

A difference of 0.11 of the mean separates the 13<sup>th</sup> (Managing Diversity), 14<sup>th</sup> (Marketing, Advertising, Sales & Strategic Planning) and 15<sup>th</sup> (Housekeeping Management) ranked skills. Of the three, 18.5 percent said Housekeeping Management was either “least important” or “somewhat important”. While 11.1 percent and 7.4 percent said that Managing Diversity and Marketing, Advertising, Sales and Strategic Planning, respectively, said that they were “least important” or “somewhat important”.

Accounting was seen as a more important skill than Food & Beverage Control and Public Speaking. Over half of the respondents felt that each of these skill areas were either “moderately important” or “important”. And 26 percent said that Food & Beverage Control was the “least important” skill as well as 26 percent said that it was the “most important” skill for a graduate.

Table 3

19	Hospitality Industry Math	3.26	1.13	3	3	7	12	2
20	Hospitality Law	3.26	1.02	2	3	10	10	2
21	Writing Skills	3.26	1.10	3	3	6	14	1
22	Computer Skills	3.00	1.27	5	4	6	10	2
23	Bar & Beverage Management	2.96	1.65	10	0	4	7	6
24	Menu Planning	2.78	1.37	8	2	7	8	2
25	Culinary Skills	2.59	1.53	10	4	4	5	4
26	Nutrition & Food Planning	2.33	1.39	12	3	4	7	1

1=Least important 2=Somewhat important 3=Moderately important 4=Important 5=Most important

The final skill grouping had the widest range of means. They ranged from 3.26, for skills 19-21, to 2.33 for skill 26. Hospitality Industry Math, Hospitality Law, and Writing Skills all received a mean of 3.26, and their standard deviation was also very similar, 1.13, 1.02 and 1.10 respectively. Computer Skills is the last area that had a mean of 3.00 or better. While 44.4 percent thought this skill was “important” or “most

important”, almost as many (33.3 percent) saw this skill as the “least important” or “somewhat important”.

Bar & Beverage Management, Menu Planning, Culinary Skills and Food & Nutrition Planning were deemed to be the least important skills needed for an entry-level manager. Forty-eight percent of respondents thought that Bar & Beverage Management was “important” or “most important”; 37 percent thought Menu Planning held the same importance; 33.3 percent thought Culinary Skills were had the same importance and 30 percent felt the same about Nutrition & Food Planning. Nutrition & Food Planning was seen as the least important skill to have for a graduate entering the hospitality market place. Almost half, 44.4 percent felt it was the least important skill to obtain.

The following is the analysis of the perceived best educational setting to learn the skills in the previous question. There are 8 of the 27 skills (33.3 percent) that are perceived to best be learned on-the-job, while 19 or 66.7 percent of the skills should be learned in the school environment.

The following table shows the skill areas that the employers believe should be learned on-the-job. The skills are ranked from the highest frequency to the lowest frequency, then by alphabetical order for those scoring the same frequency.

Table 4

Skill Areas – Question 12	On-the-job Frequency	Classroom Frequency	Total Frequency
Delivering Quality Customer Service	22	5	27
Interpersonal Skills	22	5	27

Motivating Employees	19	8	27
Housekeeping Management	17	10	27
Current Industry Issues & Trends	16	11	27
Facilities & Maintenance Management	16	11	27
Front Office Management	15	12	27
Menu Planning	15	12	27
Managing Diversity	14	13	27

Delivering Quality Customer Service along with Interpersonal skills ranked the highest by the potential employers as the most important to learn on-the-job with a frequency of 22 or 81.5 percent. This is followed by Motivating Employees with 70.3 percent and Housekeeping Management, whom 63 percent felt should be learned on the job. Current Industry Issues & Trends, along with Facilities Maintenance & Management also need to be taught on the job according to 59.3 percent of the respondents, as opposed with 40.7 percent who thought it should be taught in the classroom. Fifty-five and two-thirds percent thought that Menu Planning and Front Office Management would best be learned while working, while 44.6 percent felt that these skills should have learning begin in a structured educational environment. Finally, Managing Diversity was also thought to be best learned on-the-job, according to the 51.9 percent majority, but 48.1 percent also felt that it may best be learned outside of the work environment.

Table 5

Skill Areas – Question 12	Classroom Frequency	On-the- job Frequency	Total Frequency
Computer Skills	25	2	27
Hospitality Law	25	2	27
Writing Skills	25	2	27
Accounting	24	3	27
Nutrition & Food Planning	22	5	27
Public Speaking	22	5	27
Bar & Beverage Management	21	6	27
Employee Relations	20	7	27
Human Resource Management	20	7	27
Marketing, Advertising, Sales, & Strategic Planning	20	7	27
Culinary Skills	19	8	27

Hospitality Industry Math	19	8	27
Problem Solving	19	8	27
Sanitation	18	9	27
Food & Beverage Controls	17	10	27
Ethics	15	12	27
Planning & Conducting Training	15	12	27

The top three skills that employers believe should be taught to graduates in the classroom environment are: Computer Skills, Hospitality Law and Writing Skills. Of the 27 respondents, 2 or 7.4 percent thought that these skills should be learned in the work place. Accounting was the next skill that should be taught in a classroom environment. Twenty-four (88.9 percent) of the respondents agreed with the previous statement and 3 thought that graduates would learn this skill better in the business environment.

Food & Nutrition Planning and Public Speaking received an 81.5 percent agreement that both should be learned in a structure educational setting. Bar & Beverage Management was also deemed by 21 of the surveyed to be a skill learned in a controlled classroom environment. There were also 6 (22.2 percent) who thought it would best be learned in the work environment.



Employee Relations, Human Resource Management and Marketing, Advertising, Sales, & Strategic Planning were considered to be the next important skills to be learned according to the survey population. Of the responses 74.1 percent agreed the classroom would be the best learning environment versus 25.9 percent who thought on-the-job would be the preferred learning method. Nineteen of the 27 surveyed also agreed that Culinary Skills, Hospitality Industry Math and Problem Solving should also be part of the Associate Hospitality Program.

Sanitation received 66.7 percent agreement that it should be an academic class rather than on-the-job training. Sanitation was closely followed by Food & Beverage Controls which received a 63 percent consensus that the classroom environment would be the most appropriate setting to learn these skills.

The skills that could most easily be contested as to whether the classroom would be best educational environment or on-the-job training would be the best are Ethics and Planning & Conducting Training. With only a slight majority (55.6 percent), it can be argued either way, but the majority seemed to prefer these skills be learned in the classroom.

## CHAPTER V: DISCUSSION

This study was conducted to discover if the graduates of Fox Valley Technical College meet the needs and expectations of the employers in the Green Bay and Appleton/Oshkosh/Menasha Metropolitan Statistical Areas. The objectives that were examined are the industry-specific technical skill expectations of Hospitality and Tourism Management graduates; determine the industry general business and general education expectations of Hospitality and Tourism Management graduates to establish which skills that are expected of Hospitality and Tourism Management students upon graduation and determine where the learning for the various skills should take place.

### *Limitations*

The respondents of the survey were owners/managers of the hospitality properties and were also members of either the Wisconsin Innkeepers Association – Central Region; the Wisconsin Restaurant Association – Big Four or Green Bay Districts and area chambers of commerce. This research is limited to the Hospitality and Tourism Program at Fox Valley Technical Program. It was therefore understood that this data could be not generalized to represent all employers of HTM graduates, because some graduates find employment outside of the Green Bay and Appleton-Oshkosh-Menasha MSAs.

The survey results are not generalizable to other populations because uniqueness in geography, climate, population, interests, opportunities and needs of the tourism industry in the Green Bay and Appleton-Oshkosh-Menasha MSAs.

### *Conclusions*

The response rate for the survey was disappointingly low at 13.5 percent. It was assumed that a response rate of at least 60 percent could be obtained based on the

response rates observed from previous hospitality surveys. The 27 responses received was also the fewest number of responses received for the sample size of 200 businesses.

Of the respondents, 51.8 percent were between the age of 25 and 44, half (25.9 percent) of whom were in the 25 – 34 age group and the other half in the 35 – 44 age group. Almost half (48.2 percent) of the respondents have been in their position at up to one year and not more than three years, with 66.7 percent have either a two or four year college degree. The majority of the respondents (55.6 percent) identified themselves as General Managers, whom which we could reasonably conclude that they have recently been promoted to or are new to the GM position after working in the industry between two to four years after graduation.

Lodging properties, whether a resort or hotel/motel, were the greater part of the responses, while none of the respondents identified themselves as a bar or night club and less than 45 percent said they were restaurants. While these seem to be unusual statistics, the lack of responses coupled with the very tourist oriented nature of this area in respect to the professional football team and the largest retail mall outside of Milwaukee, can be an explanation. Defries also found that similar percentages of lodging and restaurants responded to that survey.

National/regional brands or franchises were identified 7:6 versus independently owned as the type of property in relation to ownership of the name or trademark. General Managers or Owners were the overwhelming respondents (92.6 percent) and the other two respondents were Human Resource Managers. And the business locations were skewed toward the major cities. Nineteen of the 27 businesses were from the cities of

Green Bay (8), Appleton (6) and Oshkosh (5). This finding was also consistent with previous research mentioned previously.

More businesses hired managers that did not graduate from a hospitality program than hired from a local two-year program or from a university. Of the hospitality programs mentioned, 10 were hired from Fox Valley Technical College and a total of 5 were hired from the Northeast Wisconsin Technical College, University of Wisconsin - Stout, Iowa State University and Milwaukee Area Technical College hospitality programs. Correspondingly, of the two Technical Colleges that serve these areas (Fox Valley and Northeast Wisconsin), it was initially surprising to see how few of the graduates from each institution were hired or known graduates hired for the business. Less than 50 percent hired or were unsure, if a graduate of FVTC and 25.9 percent did not hire, or were unsure if an NWTC graduate worked at their business. In addition, all of the respondents said that they hire three or fewer managers in a given year.

So after considering the relative newness of the respondents, the number of managers hired per year and the ratio of independent to national/regional brands or franchises; the statistics relating to how many graduates were hired at individual businesses seems reasonable.

After examining the results of the survey the following conclusions can be made. From the first objective, to find which industry specific skills were most important. While not the highest rated overall skill, Sanitation, with a mean of 4.41 ranked the highest of the industry specific skills. Facilities & Maintenance Management and Front Office Management were ranked second and third with a mean of 4.11 and 3.93, respectively, and can still be considered skills that are “important” to potential employers. Current

Industry Issues & Trends, Housekeeping Management, Food and Beverage Controls, Hospitality Math, Hospitality Law and Bar & Beverage Management are skills that employers considers “moderately important” and have a mean that ranges from 3.85 to 2.96. Industry skills that employers deemed “somewhat important” were Menu Planning (2.78), Culinary Skills (2.59) and Nutrition & Food Planning (2.33).

The ranking of industry specific skills were expected based on the research cited in the literature review. Sanitation ranked number four overall in the skills set, which was a little higher than expected. The skills ranked higher than Sanitation were not industry specific skills and this result also correlates with previous studies.

The general education and business expectations of HTM graduates was the second objective studied. As was expected, these skills were the highest rated skills, and was also consistent with previous research. Delivering Quality Customer Service rated the highest with a mean of 4.85. Problem Solving and Interpersonal Skills were ranked second and third, both receiving a mean score of 4.52. The final general education and business skills that were ranked as “important” by the employers were Motivating Employees, Employee Relations and Facilities & Maintenance Management. And the last ranking general business or general education skill was Computer Skills with a mean of 3.00 (moderately important).

All the skills mentioned in the survey were at least “somewhat important” based on the statistical Likert mean. This finding also followed previous research.

The respondents were also asked to identify the skills that should be learned in a classroom setting and skills that should be learned on-the-job. Of the 26 skills, nine of the skills were recognized as skills that would best be learned on the job. These skills were,

Delivering Quality Customer Service; Interpersonal Skills; Motivating Employees; Housekeeping Management; Current Industry Issues & Trends; Facilities & Maintenance Management; Front Office Management; Menu Planning and Managing Diversity, and are shown in rank order based on their frequency. The skills that were ranked five highest, based on the frequency, for being learned in the classroom were Computer Skills (25), Hospitality Law (25), Writing Skills (25), Accounting (24), Nutrition & Food Planning (22) and Public Speaking (22). All of the results for where skills should be learned correlate with the studies in the literature review.

### *Recommendations*

While all personal traits are not something that can necessarily be taught or learned, it is recommended that a section of any future survey be reserved for an inquiry into which traits are most sought after by employers. This could give credence to the development of listening techniques and exercises into a class or classes relating to customer service.

Two other categories that would help give a more complete view of the hospitality industry in the Green Bay and Fox Valley would be the inclusion of statistics that would allow for discussion of number of current full and part-time employees, approximate business sales revenue and the perceived need of additional hospitality educated workers.

Finally, considering the general data in conjunction with the skills needed by the hiring personnel of the companies that responded, it can seemingly be concluded that the graduates of this program need to have a more broad based learning experience. The idea of integrating the general education and technical knowledge need for working in the

hospitality industry seems to be a logical fit. This is based on the finding that more managers are being hired from a background with no classroom instruction or from non-hospitality programs.

It is felt that the current curriculum be examined by a group from the Technical College and hospitality professionals. This group would help identify areas of the program would benefit from general education be taught across the core curriculum. After these areas have been identified, the staff who teaches each of the classes in the Hospitality and Tourism Program should be asked to explore their curriculum with a general education staff member. This will help identify opportunities where general education concepts can be specifically taught in the hospitality classes. Thus allowing the specialty of both teachers to map the best learning opportunity and help integrate the two concepts, general education and core curriculum, for the students.

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Appendix A: Rank of Skill Area by Mean, Question 11 (Tables 1-3)

Rank	Skill Areas – Question 11	Mean	Std. Dev.	1 (n)	2 (n)	3 (n)	4 (n)	5 (n)
1	Delivering Quality Customer Service	4.85	0.46	0	0	1	2	24
2	Interpersonal Skills	4.52	0.70	0	0	3	7	17
3	Problem Solving	4.52	0.51	0	0	0	13	14
4	Motivating Employees	4.41	1.08	2	0	0	8	17
5	Sanitation	4.41	0.75	0	0	4	8	15
6	Ethics	4.26	0.66	0	0	3	14	10
7	Employee Relations	4.15	1.13	2	0	3	9	13
8	Facilities & Maintenance Management	4.11	0.85	0	1	5	11	10
9	Planning & Conducting Training	3.96	1.13	2	1	2	13	9
10	Front Office Management	3.93	1.21	2	1	5	8	11
11	Current Industry Issues & Trends	3.85	0.72	0	1	6	16	4
12	Human Resource Management	3.78	1.12	1	3	5	10	8
13	Managing Diversity	3.74	1.06	1	2	7	10	7
14	Marketing, Advertising, Sales, and Strategic Planning	3.67	0.92	1	1	8	13	4

15	Housekeeping Management	3.63	1.39	4	1	5	8	9
16	Accounting	3.48	0.94	1	2	10	11	3
17	Food & Beverage Controls	3.41	1.55	7	0	2	11	7
18	Public Speaking	3.33	0.88	1	2	13	9	2
19	Hospitality Industry Math	3.26	1.13	3	3	7	12	2
20	Hospitality Law	3.26	1.02	2	3	10	10	2
21	Writing Skills	3.26	1.10	3	3	6	14	1
22	Computer Skills	3.00	1.27	5	4	6	10	2
23	Bar & Beverage Management	2.96	1.65	10	0	4	7	6
24	Menu Planning	2.78	1.37	8	2	7	8	2
25	Culinary Skills	2.59	1.53	10	4	4	5	4
26	Nutrition & Food Planning	2.33	1.39	12	3	4	7	1

Appendix B: Skill Area Learning: On-the-Job versus Classroom, Question 12 (Tables 4 & 5)

Skill Areas – Question 12	On-the-job Frequency	Classroom Frequency	Total Frequency
Delivering Quality Customer Service	22	5	27
Problem Solving	8	19	27
Interpersonal Skills	22	5	27
Sanitation	9	18	27
Motivating Employees	19	8	27
Ethics	12	15	27
Employee Relations	7	20	27
Facilities & Maintenance Management	16	11	27
Planning & Conducting Training	12	15	27
Front Office Management	15	12	27
Current Industry Issues & Trends	16	11	27
Human Resource Management	7	20	27
Managing Diversity	14	13	27
Marketing, Advertising, Sales, & Strategic Planning	7	20	27
Housekeeping Management	17	10	27
Accounting	3	24	27

Food & Beverage Controls	10	17	27
Public Speaking	5	22	27
Hospitality Industry Math	8	19	27
Hospitality Law	2	25	27
Writing Skills	2	25	27
Computer Skills	2	25	27
Bar & Beverage Management	6	21	27
Menu Planning	15	12	27
Culinary Skills	8	19	27
Nutrition & Food Planning	5	22	27

### Appendix C: Survey Comments

Question 13 Do you have any comments related to the survey question topics?

1. Very good questions.
2. I think that there is a direct relationship to balancing classroom and on-the-job training.
3. Fair and common sense questions.
4. They were fine. Some questions on should the topic be learned in the classroom or at work could be answered by saying in both places.

Question 14 Do you have any general comments?

1. Some of the questions you ask are learned both in the classroom and on the job, because depending on what company you work for they have systems relating to that companies needs.
2. Good luck w/ your degree.
3. I am a graduate of Stout and was pretty excited to be involved in this survey for you. Please let know if I can be of any other help.
4. In my current position I have not hired a graduate of any "hospitality" program. In my past job I hired my AGM 6 months after he graduated from FVTC's hospitality and tourism program. He is a superb AGM and had learned numerous skills from the degree he had. He was a go getter and more than prepared for the "real world" after he graduated. With any degree you will not know everything upon graduation and he was no exception.
5. Nice survey.

6. I am a graduate of the culinary arts program at Fox Valley Technical College. I also took almost all the courses for Hospitality and Tourism management. I use everything I learned on a daily basis. The education I received prepared me very well for the work I encountered in the industry.
7. Been in the business a long time and a good portion of my experience is on the job.
8. Basic skills should be learned in the classroom. Experience and on the job training will make the difference between an ok manager and a great manager.
9. Basic principles learn from school, but real experience accumulation from work and you need both skills to conduct business.
10. Very nice survey.



## Appendix D: Original Survey Response Letter

November 10, 2004

«Company\_Name»  
«Address\_Line\_1»  
«Address\_Line\_2»  
«City», «State» «ZIP\_Code»  
«Ref\_Num»

Dear «Company\_Name» Owner/Manager,

Your business has been chosen through a stratified random sampling of lodging and restaurant businesses in the Green Bay and Fox Valley Metropolitan Statistical Areas, to investigate if graduates hired from Fox Valley Technical College hospitality program meet your expectations. This study is being completed in partial fulfillment of the Master's Degree in Career and Technical Education program at the University of Wisconsin-Stout.

This is an on-line survey that can be completed in approximately 20 minutes. Please note that each business has a unique property identification number. This number is used for the sole purpose to follow-up with properties that have not completed the survey by Wednesday, November 24, 2004. All survey responses are completely confidential and will not be shared in any form that would identify an individual property or affiliate company. The website link and property identification number can both be found at the bottom of this letter.

Thank you for completing this short survey and assisting me in the completion of my graduation requirements. Your time and insight are sincerely appreciated. If you have any concerns, please feel free to call me at (715) 901-0831.

Best regards,

John Eichhorst

<http://www.uwstout.edu/survey/eichhorstjoh.html>

«Ref\_Num»

## Appendix E: Follow-Up Survey Response Letter

November 28, 2004

«Company\_Name»  
«Address\_Line\_1»  
«Address\_Line\_2»  
«City», «State» «ZIP\_Code»

Dear «Company\_Name» Owner/Manager,

This is a follow up to the original letter sent November 10, 2004. To investigate if graduates hired from Fox Valley Technical College hospitality program meet your expectations. This study is being completed in partial fulfillment of the Master's Degree in Career and Technical Education program at the University of Wisconsin-Stout.

I have received feedback about the survey and was told that it can be completed in fewer than 20 minutes. Each business still has the same unique property identification number. The new completion date is Friday, December 10, 2004. Be assured that survey responses are completely confidential and will not be shared in any form that would identify an individual property or affiliate company. The website address and property identification number can both be found at the bottom of this letter.

Please be sure to type the website address in the address bar of your web browser. Searching for the website using a search engine will result in a message indicating that the page cannot be found. If it would be more convenient for you, I will email you a direct web link and property identification number. I can be reached at [eichhorstjoh@uwstout.edu](mailto:eichhorstjoh@uwstout.edu). Please be sure to include which city your property is in when you send your email.

Thank you for your prompt response and assisting me in the completion of my graduation requirements. Your time and insight are sincerely appreciated. If you have any concerns, please feel free to call me at (715) 556-0645.

Best regards,

John Eichhorst

<http://www.uwstout.edu/survey/eichhorstjoh.html>  
«Ref\_Num»

### Appendix F: Survey Tool

The letter below was sent and those that received letters were to respond to an on-line survey. The survey is as follows:

Welcome to the Green Bay & Fox Valley Hospitality Industry investigation of two-year and technical college graduate expectations. This survey is done, in part, to complete the graduation requirements of the Master of Science Degree in Career & Technical Education. I sincerely appreciate the time and thought that is taken to complete this survey. Thank you for your time! Please place your property identification number in the box below. This number can be found in the letter that was previously sent to you. This number is only used to follow up with letter recipients who haven't completed this survey.



As a participating volunteer in this study, I understand the basic nature of the study and agree that any potential risks are exceedingly small. I also understand the potential benefits that might be realized from the successful completion of this study. I am aware that the information is being sought in a specific manner so that only minimal identifiers are necessary and so that confidentiality is guaranteed. I realize that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice. NOTE: Questions or concerns about the research study should be addressed to John Eichhorst (715) 556-0645, the researcher, or Dr. Carol Mooney (715) 232-1444, the research advisor. Questions about the rights of research subjects can be addressed to Sue Foxwell, Human Protections Administrator, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 11 Harvey Hall, Menomonie, WI, 54751, phone (715) 232-1126.

☐ Yes

☐ No

3. What is your age?

- ☐ 18 - 24
- ☐ 25 - 34
- ☐ 35 - 44
- ☐ 45 - 54
- ☐ 55 - 64
- ☐ 65 & Older

4. What is your highest level of education completed?

- ☐ High School
- ☐ Some college
- ☐ Two-year diploma or degree
- ☐ Four-year degree
- ☐ Graduate degree
- ☐ Other:

Check the title that best represents your current position in your company?

- ☐ Owner/President/CEO
- ☐ Vice-president/Multi-unit manager/district or area manager
- ☐ General manager
- ☐ Assistant manager
- ☐ Human resources manager
- ☐ Front office or guest service manager
- ☐ Executive housekeeper
- ☐ Food & beverage director
- ☐ Assistant food & beverage manager
- ☐ Lounge, bar or beverage manager
- ☐ Chef or kitchen manager

- ☐ Assistant kitchen manager
- ☐ Dining room manager
- ☐ Sales director
- ☐ Shift supervisor
- ☐ Recruiter
- ☐ Other: \_\_\_\_\_

How many years have you been in your current position?

- ☐ Less than 1
- ☐ 1 to 3 years
- ☐ 4 to 6 years
- ☐ 7 to 9 years
- ☐ 10 or more years

Which of the following best describes your property?

- ☐ National/regional brand, franchise
- ☐ Independent
- ☐ Other: \_\_\_\_\_

Where is the location of your business? Please check one, unless you represent a multi-unit property. (For Multi-unit properties, check all that apply)

- ☐ City of Appleton
- ☐ City of Green Bay
- ☐ City of Oshkosh
- ☐ Brown County
- ☐ Calumet County
- ☐ Outagamie County
- ☐ Winnebago County

Which response best identifies your property?

- ☐ Lodging, rooms only
- ☐ Lodging, with food and beverage
- ☐ Restaurant, no liquor service
- ☐ Restaurant, with liquor service
- ☐ Bar/night club establishment
- ☐ Resort, lodging only
- ☐ Resort, with food and beverage
- ☐ Other:

In your current position, identify the number of managers you hire per year, on average.

- ☐ Zero managers
- ☐ One manager
- ☐ Two managers
- ☐ Three managers
- ☐ Four managers
- ☐ Five managers
- ☐ More than five managers

Identify the college hospitality programs that you have hired graduates from. (Check all that apply)

- ☐ Fox Valley Technical College
- ☐ Northeast Wisconsin Technical College
- ☐ Milwaukee Area Technical College
- ☐ University of Wisconsin - Stout
- ☐ Iowa State University
- ☐ Other hospitality programs
- ☐ Other non-hospitality programs
- ☐ None of the above

How many Fox Valley Technical College hospitality program graduates are currently working or have worked for your company?

- ☐ Zero graduates
- ☐ One graduate
- ☐ Two graduates
- ☐ Three graduates
- ☐ Four graduates
- ☐ More than five graduates
- ☐ Unsure

How many Northeast Wisconsin Technical College hospitality program graduates are currently working or have worked for your company?

- ☐ Zero graduates
- ☐ One graduates
- ☐ Two graduates
- ☐ Three graduates
- ☐ Four graduates
- ☐ Five graduates
- ☐ More than five graduates
- ☐ Unsure

For each of the following skill areas, indicate the number 1 through 5 that identifies the level of importance you attach to the skill needed to perform your current job or the positions within your industry. Use the following scale: 1= Least important 2=Somewhat important 3=Moderately important 4=Important 5=Most Important

	1	2	3	4	5
Marketing, Advertising, Sales, Strategic Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delivering Quality Customer Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Front Office Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bar & Beverage Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer: Word Processing, Spreadsheets, Database,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Integrated Applications					
Writing Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning & Conducting Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accounting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sanitation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housekeeping Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilities & Maintenance Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For each of the following skill areas, indicate the number 1 through 5 that identifies the level of importance you attach to the skill needed to perform your current job or the positions within your industry. Use the following scale: 1= Least important 2=Somewhat important 3=Moderately important 4=Important 5=Most Important

	1	2	3	4	5
Current Industry Issues & Trends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Menu Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality Law	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hospitality Industry Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nutrition & Food Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culinary Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Resource Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivating Employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing Diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employee Relations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem Solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food & Beverage Controls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

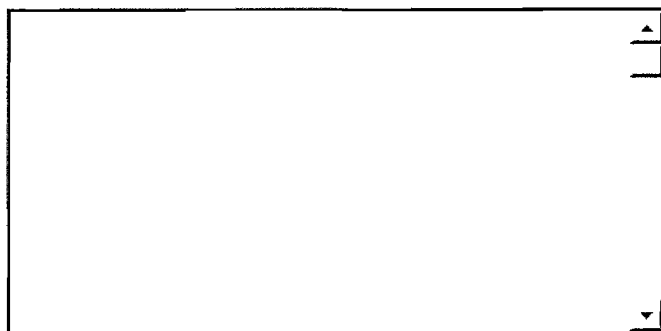
For each of the following skill areas, indicate the number 1 or 2 that identifies the whether that skill should be learned On-the-Job or in the classroom. Use the following scale: 1=On-the-Job 2=Classroom

	1	2
Marketing, Advertising, Sales, Strategic Planning	<input type="radio"/>	<input type="radio"/>
Delivering Quality Customer Service	<input type="radio"/>	<input type="radio"/>
Front Office Management	<input type="radio"/>	<input type="radio"/>
Computer: Word Processing, Spreadsheets, Database, Integrated Applications	<input type="radio"/>	<input type="radio"/>
Writing Skills	<input type="radio"/>	<input type="radio"/>
Public Speaking	<input type="radio"/>	<input type="radio"/>
Interpersonal Skills	<input type="radio"/>	<input type="radio"/>
Planning & Conducting Training	<input type="radio"/>	<input type="radio"/>
Accounting	<input type="radio"/>	<input type="radio"/>
Sanitation	<input type="radio"/>	<input type="radio"/>
Housekeeping Management	<input type="radio"/>	<input type="radio"/>
Facilities & Maintenance Management	<input type="radio"/>	<input type="radio"/>

For each of the following skill areas, indicate the number 1 or 2 that identifies the whether that skill should be learned On-the-Job or in the classroom. Use the following scale: 1=On-the-Job 2=Classroom

	1	2
Current Industry Issues & Trends	<input type="radio"/>	<input type="radio"/>
Ethics	<input type="radio"/>	<input type="radio"/>
Menu Planning	<input type="radio"/>	<input type="radio"/>
Hospitality Law	<input type="radio"/>	<input type="radio"/>
Hospitality Industry Math	<input type="radio"/>	<input type="radio"/>
Nutrition & & Food Planning	<input type="radio"/>	<input type="radio"/>
Culinary Skills	<input type="radio"/>	<input type="radio"/>
Human Resource Management	<input type="radio"/>	<input type="radio"/>
Motivating Employees	<input type="radio"/>	<input type="radio"/>
Managing Diversity	<input type="radio"/>	<input type="radio"/>
Employee Relations	<input type="radio"/>	<input type="radio"/>
Problem Solving	<input type="radio"/>	<input type="radio"/>
Food & Beverage Controls	<input type="radio"/>	<input type="radio"/>

Do you have any comments related to the survey question topics?



Do you have any general comments?

